

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Logan Elementary

District: Richland One

Principal: Dr. Richard E. Moore

Superintendent: Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Logan Elementary School is located in the inner city of Columbia, South Carolina, in Richland County School District One. On the 2007 School Report card, 100% of our first grade students attended full-day kindergarten, we had a 6% retention rate, a 95.8% attendance rate and 4.6% of our students were eligible for gifted and talented. We had 15% of our students identified as having special needs other than speech and .5% of our students were older than usual for their grade. That year we had 3% of our students under suspension or expulsion for violent crimes or criminal offenses. We were higher than other schools like ours in suspensions, retentions and disabilities, but had a lower percentage eligible for gifted and talented. We reported 27 teachers, 78% with continuing contracts and 55.6% with advanced degrees. It was reported that 4.3% of our teachers had provisional certificates, although according to our records, all of our teachers were fully certified. Our teacher return rate from the previous year was 80% with an attendance rate of 96.2%. Our average teacher salary was higher than schools like ours, but the number of professional days per teacher, at 10.5 was slightly lower. The principal has been at the school for 6 years. The student –teacher ratio is 14 to 1 with 90% prime instructional time. Our opportunities in the arts are listed as good, although we are an Arts in the Basic Curriculum site and have classes in dance and theatre as well as a number of performance ensembles in music and dance. We are accredited by the Southern Association of Colleges and Schools, all of our parents (100%) attended conferences during the year and our character education program is good. The dollars spent per pupil at Logan is a good deal higher than schools like ours at \$11,613, with the percent spent on teachers at 67.9% and the percent of expenditures for instruction at 75%, both higher than other schools like ours. We have little diversity in our student population. There are a total of 280 students with 87% African American, 8% white, .02% Hispanic and .05% other. About 85% of our students are on free/reduced lunch.

Logan PACT Data 2005-2008

ELA	All Students				Grade 3				Grade 4				Grade 5			
Year	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A
2005	30.8	44.9	19.2	5.1	30.3	36.4	27.3	6.1	25.0	50.0	20.8	4.2	38.1	52.4	4.8	4.8
2006	43.5	32.9	21.2	2.4	41.7	33.3	25.0	0.0	43.8	34.4	18.8	3.1	44.8	31.0	20.7	3.4
2007	41.2	36.5	21.2	1.2	54.8	29.0	16.1	0.0	25.9	44.4	29.6	0.0	40.7	37.0	18.5	3.7
2008	36.6	40.6	20.8	2.0	15.8	42.1	36.8	5.3	55.3	34.2	10.5	0.0	40.0	48.0	12.0	0.0

Math	All Students				Grade 3				Grade 4				Grade 5			
Year	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A
2005	52.6	24.4	19.2	3.8	48.5	33.3	12.1	6.1	50.0	12.5	37.5	0.0	61.9	23.8	9.5	4.8
2006	52.3	25.6	17.4	4.7	50.0	41.7	8.3	0.0	51.5	21.2	21.2	6.1	55.2	17.2	20.7	6.9
2007	48.2	41.2	8.2	2.4	64.5	29.0	6.5	0.0	40.0	44.4	11.1	3.7	37.0	51.9	7.3	3.7
2008	45.5	36.6	11.9	5.9	36.8	44.7	13.2	5.3	52.6	28.9	7.9	10.5	48.0	36.0	16.0	0.0

Sci	All Students				Grade 3				Grade 4				Grade 5			
Year	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A
2005	67.9	20.5	10.3	1.3	66.7	21.2	12.1	0.0	58.3	29.2	12.5	0.0	81.0	9.5	4.8	4.8
2006	66.7	27.9	3.5	2.3	62.5	33.3	4.2	0.0	72.2	21.2	3.0	3.0	62.1	31.0	3.4	3.4
2007	52.8	32.1	13.2	1.9	57.1	35.7	7.1	0.0	55.6	25.9	18.5	0.0	41.7	41.7	8.3	8.3
2008	47.1	35.7	11.4	5.7	30.0	50.0	20.0	0.0	57.9	28.9	7.9	5.3	41.7	33.3	8.3	16.7

SS	All Students				Grade 3				Grade 4				Grade 5			
Year	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A	%BB	% B	% P	%A
2005	44.9	44.9	7.7	2.6	42.4	45.5	9.1	3.0	29.2	58.3	12.5	0.0	66.7	28.6	0.0	4.8
2006	48.8	39.5	10.5	1.2	33.3	54.2	12.5	0.0	60.0	27.3	12.1	0.0	48.3	41.4	6.9	3.4
2007	40.7	42.4	10.2	6.8	47.1	41.2	5.9	5.9	33.3	51.9	11.1	3.7	46.7	26.7	13.3	13.3
2008	42.0	43.5	5.8	8.7	44.4	55.6	0.0	0.0	44.7	31.6	7.9	15.8	30.8	61.5	7.7	0.0

The source for this data is the "Five-Year PACT Summary by Subgroup for 2004-08" from the RCSD 1 Office of Research and Evaluation.

The Leadership Team at Logan, under the direction of the principal and the CRT and in cooperation with our External review Team Liaison, reviewed in detail the 2007 PACT data for the school and the results reported in the documentation from the Satisfactory Improvement Report submitted in March 2008. We originally looked at our "Basic and Above" students and our "Below Basic" students on each grade level for each subject. Consistently, math and science seemed to be the areas where our scores were low. We also looked at the change in percentages of students scoring "Below Basic" in cohort groups (3rd to 4th grade and 4th to 5th grade). Over time, it seemed as if the percentage of students scoring "Below Basic" decreased in most areas, but increased in social studies for the third graders moving to fourth grade and in ELA for the students moving from fourth to fifth grade. Finally, we looked at the data on the percentage of students scoring "Proficient " and "Advanced". Although we had gains in those scoring ranges in science and social studies, we lost ground in the subject areas of math and ELA. It was also noted that, when compared with similar schools, Logan had a larger percentage of students scoring "Below Basic" and smaller percentages scoring "Basic and Above" in all subject areas, despite a strong showing in our fourth grade, where our ELA scores were above the state average. After much discussion and meeting with the entire faculty to share our findings, the Leadership Team decided we should target students in the areas of ELA and math. Not only were those the areas

with lower overall gains from 2006-2007, ELA and math scores carry a higher weight and gains there are more likely to result in a higher report card rating for the coming year. It was decided to target students scoring "Below Basic" and those scoring "Basic and Above" that were within 5 points of the next higher scoring range. As of March 2008, the student data collected for the Satisfactory Implementation Report indicates that we met our Focused Goals for this year, but still supports the need for continued efforts in ELA and math. Using the Absolute Value Calculator provided by the State Department of Education, the movement of our targeted students up one scoring range on PACT could produce a report card rating of 2.6 up from 2.5 in 2007. This rate should allow us to make Expected Progress by 2009 with the required Absolute Value Rating of 2.7

Once it was determined which student groups would be targeted, the discussion turned to specific interventions that would produce an increase in PACT scores. The SuccessMaker program was considered. The set up of the program provides individualized courses of study for students in the areas of reading and math. The program is researched-based and, when used as prescribed, has been shown to produce significant gains in student achievement as measured by the program and by PACT scores, as well as other standardized tests. A correlation has been developed that shows the specific levels of SuccessMaker that correspond to PACT score ranges. Students are first in an initial placement phase (IPM) and then lessons are assigned based on their performance in IPM. As they move through the program, reports are available that indicate not only what level a student is on and where he/she needs to be in order to score "Basic or Above" on PACT, but how much time the student needs to spend in the program each week in order to reach that level, based on the actual current performance of the student in the program. In addition, there are other reports available to teachers that identify areas of difficulty for the student, so that classroom instruction can be designed for individuals or small groups in those areas. This level of sophistication, the immediate availability of the program, and the success that has been demonstrated by its use in other schools in our district, led the Leadership Team and the faculty to choose SuccessMaker as the primary intervention for the identified students targeted by our focused goals. In addition, the one area that was addressed in our External Review Team report from the 2006 visit was the need for increased differentiation of instruction within classrooms. The SuccessMaker program itself is designed to provide for the individual needs of each student and the reports generated will help the teachers to plan differentiated instruction for their students in reading and math. The goals set for the principal are to support the implementation of Successmaker and the resultant differentiation of instruction through the training and supervision of teachers and the consistent monitoring of student progress. Insuring the implementation of the strategies listed should result in increased student achievement.

FSRP Rationale for Revisions

Based on recommendations from the External Review Team Confirmation Committee, the four student achievement goals have been collapsed into two goals that measure academic progress for all students in grades three-five for reading and math. A third goal has been developed for achievement for all third-fifth grade students in science based on the data included in the original rationale that indicated a need there. The Principal's Instructional Leadership Goals have also been revised to more closely tie them to student achievement outcomes.

School Timeline

July, 2008

- Professional Development Calendar finalized
- Preliminary Pact scores returned
- Tentative identification of targeted students

August, 2008

- Professional Development on SuccessMaker (August 14)
- Professional Development on High Yield Strategies (August 14)
- Professional Development on Microsoft Word 2007 (August 25)
- Grade level teams established
- SuccessMaker IPM started
- Schedule of Learning Team meetings established
- Students set 1st quarter goals

September, 2008

- Learning Teams meet on grade level (See Goals 1-4, Strategy 3)
- Students for tutoring identified
- Targeted groups finalized
- Professional Development on technology- Team Meetings with Technology Educator (September 3)
- Professional Development On TargetTeach (September 10 & 11)
- Meeting logs, expenditure reports and incentive logs reviewed
- Academic Afterschool begins
- Majority of students complete IPM by 8/19/08
- SUccessMaker incentives begun
- SuccessMaker reports begin
- Tutoring begins by September 22
- Professional development logs and technology portfolios reviewed
- Professional Development on technology – Digital Photography (September 29)

October, 2008

- Learning Teams continue to meet
- All students have completed SuccessMaker IPM and have begun coursework
- ELA & Math Benchmark tests administered
- Professional Development Activity (Early Dismissal – October 8 – Math Manipulatives – Educational Resources)
- Professional Development Activity (Full Day – October 18 – District Initiatives – MAPS/TargetTeach)
- Awards Day to recognize student progress in SuccessMaker
- Students set 2nd quarter goals
- Meeting logs, expenditure reports and incentive logs reviewed
- Science Coach submits quarterly reports

November, 2008

- Learning Teams continue to meet
- Mentors assigned to 3rd – 5th grade students
- Professional Development Activity conducted (Early Dismissal – November 12 – District Initiatives – MAPS/TargetTeach)
- Professional Development technology – Individual conferences with Technology Educator
- School Developed Science Assessment administered
- Benchmark results analyzed
- Meeting logs, expenditure reports and incentive logs reviewed

December, 2008

- Learning Teams continue to meet
- Mentors begin to meet with students to discuss goals progress
- Meeting logs, expenditure reports and incentive logs reviewed
- Science Coach submits quarterly reports

January, 2009

- Learning Teams continue to meet
- Mentors continue to meet with assigned students
- ELA & Math Benchmark tests administered
- Professional Development Activity conducted (Early Dismissal – January 14 – District Initiatives – MAPS/TargetTeach)
- Awards Day to recognize student progress in SuccessMaker
- Students set 3rd quarter goals
- Run and review Prescriptive Scheduling Reports
- Meeting logs, expenditure reports and incentive logs reviewed
- Professional development logs and technology portfolios reviewed

February, 2009

- Learning Teams continue to meet
- Mentors continue to meet with assigned students
- Professional Development Activity conducted (Early Dismissal – February 11 – Math Manipulatives – Educational Resources)
- Professional Development Activity conducted (Full Day – February 16 – District Initiatives – MAPS/TargetTeach))
- Benchmark results analyzed
- Meeting logs, expenditure reports and incentive logs reviewed

March, 2009

- Learning Teams continue to meet
- Mentors continue to meet with assigned students
- Professional Development Activity conducted* (early Dismissal – March 11)
- ELA, Math Benchmark tests administered
- School Developed Science Assessment administered
- PACT Preparation Activities
- Meeting logs, expenditure reports and incentive logs reviewed
- Professional development logs and technology portfolios reviewed
- Science Coach submits quarterly reports

April, 2009

- Learning Teams continue to meet
- Mentors continue to meet with assigned students
- Professional Development Activity conducted*
- PACT Preparation Activities
- Awards Day to recognize student progress in SuccessMaker
- Students set 4th quarter goals
- Meeting logs, expenditure reports and incentive logs reviewed

May, 2009

Learning Teams continue to meet

Mentors continue to meet with assigned students

PACT Preparation Activities

PACT Incentive Activity

PACT Administration

Awards Day to recognize student progress in SuccessMaker

Meeting logs, expenditure reports and incentive logs reviewed

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, at least 80% of the students in grades three, four and five will increase their reading level scores in SuccessMaker at least .8, with acceptable progress, as evidenced by student achievement growth from the completion of the Initial Placement Measure (IPM) in September to the March report of student progress.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Identify and place targeted students in the SuccessMaker reading program.	CRT/Gray, Lab Manager/Hall	August, 2008	<ul style="list-style-type: none"> SuccessMaker rosters for students in grades 3, 4, and 5 will be developed for the classroom, in-school tutoring, and the afterschool program by the CRT Rosters, Successmaker guidelines and program reporting information will be reviewed with the teachers by the principal during the September grade level meetings. An attendance roster and agenda will be on file with the principal. Feedback information will be provided as needed to teachers concerning implementation of SuccessMaker guidelines through individual teacher conferences by September 25, 2008. A log of conferences and feedback will be maintained by the principal – Moore.
2. Provide weekly reports on student progress including "Areas of Difficulty" and "Student Gains" reports.	Lab Manager/Hall	Sept., 2008	<ul style="list-style-type: none"> Reports on "Areas of Difficulty" and "Student Gains" will be printed and distributed by the lab manager on Friday of each week to the teachers, principal and CRT. Reading will be one week and math the next. The lab manager will maintain copies of reports for the school which will be located in the computer lab – Hall.
3. Meet with teachers to determine needed adjustments in SuccessMaker schedules and appropriate classroom interventions/differentiation for small groups and individuals.	Principal/Moore, CRT/Gray	Sept., 2008	<ul style="list-style-type: none"> Administrators will meet with teachers on monthly basis to review the progress of students as determined through SuccessMaker and class work. SuccessMaker reports will be reviewed by teachers and administrators to monitor time in the lab and

			<p>Acceptable Performance to insure success in the program.</p> <ul style="list-style-type: none"> • Monthly team meetings with the CRT and/or principal will be held to plan differentiated instruction as needed for small groups and individuals to insure student progress. • Lesson plans will be reviewed by the CRT for evidence of planning for differentiation. • Weekly observations will be completed. Feedback forms on class observations will be provided to each observed teacher by the observer with individual teacher conferences held as needed by the principal. A log will be kept of observations, feedback and conferences – Moore.
4. Teachers will implement a variety of instructional strategies, based on data reviewed and on training received, designed to strengthen instruction and increase reading achievement.	Teachers, Principal/Moore, CRT/Gray	Sept., 2008	<ul style="list-style-type: none"> • Weekly classroom observations will be completed noting the use of a variety of strategies designed to increase student achievement (i.e. small flexible groups, Target Teach Strategy lessons and Fundamental Lessons, components of Balanced Literacy instruction). Feedback will be provided to observed teachers and conferences held as needed by the principal. A log will be kept of observations, feedback and conferences - Moore
5. Assign each targeted student to a non-homeroom faculty member to discuss goals and progress for SuccessMaker and PACT.	Principal/Moore, CRT/Gray	Nov., 2008	<ul style="list-style-type: none"> • Each student in the targeted population will be assigned a staff mentor to express interest in the student's progress and to encourage and motivate them toward the completion of the goals. • A log of student/staff conferences will be submitted to the CRT for review monthly – Gray. • A copy of goal setting forms will be submitted to the principal for review bi-monthly – Moore.
6. Afterschool and in-school tutoring will be provided for identified students as appropriate.	Principal/Moore, CRT/Gray, Lead Teacher/Zeigler	Sept., 2008	<ul style="list-style-type: none"> • SuccessMaker "Areas of Difficulty" reports will be shared with teachers in the Afterschool Program through the lead teacher in order to help determine the need for supplemental activities to insure skill mastery – Zeigler. • The lead teacher will maintain a record of the reports and tutoring/supplemental activities planned for specific skill needs. This record will be reviewed by the CRT on a monthly basis - Gray • The tutoring program will be observed three times

			each month by the principal/CRT to document the implementation of planned skills lessons/activities – Moore/Gray
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009, at least 80% of the students in grades three, four and five will increase their math level scores in SuccessMaker at least .8, with acceptable progress, as evidenced by student achievement growth from the completion of the Initial Placement Measure (IPM) in September to the March report of student progress.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Identify and place targeted students in the SuccessMaker math program.	CRT/Gray, Lab Manager/Hall	August, 2008	<ul style="list-style-type: none"> SuccessMaker rosters for students in grades 3, 4, and 5 will be developed for the classroom, in-school tutoring, and the afterschool program by the CRT Rosters, Successmaker guideline and program reporting information will be reviewed with the teachers by the principal during the September grade level meetings. An attendance roster and agenda will be on file with the principal. Feedback information will be provided as needed to teachers concerning implementation of SuccessMaker guidelines through individual teacher conferences by September 25, 2008. A log of conferences and feedback will be maintained by the principal – Moore.
2. Provide weekly reports on student progress including "Areas of Difficulty" and "Student Gains" reports.	Lab Manager/Hall	Sept., 2008	<ul style="list-style-type: none"> Reports on "Areas of Difficulty" and "Student Gains" will be printed and distributed by the lab manager on Friday of each week to the teachers, principal and CRT. Reading will be one week and math the next. The lab manager will maintain copies of reports for the school which will be located in the computer lab – Hall.
3. Meet with teachers to determine needed adjustments in SuccessMaker schedules and appropriate classroom	Principal/Moore, CRT/Gray	Sept., 2008	<ul style="list-style-type: none"> Administrators will meet with teachers on monthly basis to review the progress of students as determined through SuccessMaker and class work.

interventions/differentiation for small groups and individuals.			<ul style="list-style-type: none"> • SuccessMaker reports will be reviewed by teachers and administrators to monitor time in the lab and Acceptable Performance to insure success in the program. • Monthly team meetings with the CRT and/or principal will be held to plan differentiated instruction as needed for small groups and individuals to insure student progress. • Lesson plans will be reviewed by the CRT for evidence of planning for differentiation. • Monthly observations will be completed. Feedback forms on class observations will be provided to each observed teacher by the observer with individual teacher conferences held as needed by the principal. A log will be kept of observations, feedback and conferences – Moore.
4. Teachers will implement a variety of instructional strategies, based on data reviewed and on training received, designed to strengthen instruction and increase math achievement.	Teachers, Principal/Moore, CRT/Gray	Sept., 2008	<ul style="list-style-type: none"> • Weekly classroom observations will be completed noting the use of a variety of strategies designed to increase student achievement (i.e. small flexible groups, use of math manipulatives, Target Teach Strategy lessons and Fundamental Lessons,). Feedback will be provided to observed teachers and conferences held as needed by the principal. A log will be kept of observations, feedback and conferences - Moore
5. Assign each targeted student to a non-homeroom faculty member to discuss goals and progress for SuccessMaker and PACT.	Principal/Moore, CRT/Gray	Nov., 2008	<ul style="list-style-type: none"> • Each student in the targeted population will be assigned a staff mentor to express interest in the student's progress and to encourage and motivate them toward the completion of the goals. • A log of student/staff conferences will be submitted to the CRT for review monthly – Gray. • A copy of goal setting forms will be submitted to the principal for review bi-monthly – Moore.
6. Afterschool and in-school tutoring will be provided for identified students as appropriate.	Principal/Moore, CRT/Gray, Lead Teacher/Zeigler	Sept., 2008	<ul style="list-style-type: none"> • SuccessMaker "Areas of Difficulty" reports will be shared with teachers in the Afterschool Program through the lead teacher in order to help determine the need for supplemental activities to insure skill mastery – Zeigler. • The lead teacher will maintain a record of the reports and tutoring/supplemental activities planned for specific skill needs. This record will be reviewed by

			<p>the CRT on a monthly basis – Gray</p> <ul style="list-style-type: none">• The tutoring program will be observed three times each month by the principal/CRT to document the implementation of planned skills lessons/activities – Moore/Gray
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, at least 80% of the students in grades three, four and five will demonstrate a mastery score of 80% or better on each of two school developed common assessments* for science aligned with the SC Academic Standards for Science.

*The common assessments will be based on assessment items from FOSS Kits, Delta Science Modules Kits, Science and Technology for Children Kits, District science benchmarks and assessment guidelines from the South Carolina Science Support Guide. These instructional materials are all aligned with the state assessment program.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Instruct a minimum of 200 minutes per week for science instruction based on the grade level SC Academic Standards for science	Principal/Moore CRT/Gray	August 2009	<ul style="list-style-type: none"> Copies of class daily schedules will be submitted to the CRT indicating the number of minutes for science instruction. The administration will review schedules and provide feedback if revisions are needed. Copies of feedback will be on file with the principal – Moore/Gray. The instructional time for science will be discussed quarterly at grade level common planning meetings and a summary of the discussions will be reported in the meetings' minutes. All minutes will be maintained in the grade's team meeting notebook – Moore/Gray
2. Conduct common planning for science instruction by grade levels	Science Coach/Umberger	Sept., 2008	<ul style="list-style-type: none"> The science coach will meet monthly with grade level teams to discuss the specific content to be taught and materials needed for the unit - Umberger The grade level teachers will meet weekly to reflect on the lessons' effectiveness for instruction, results of unit assessments, and to plan for the next week's instruction. Summaries of the meetings will be maintained in the grade level notebook to be reviewed by the principal. The administration will be available to meet with the grade level teams as needed but will meet monthly with the team for discussions on science instruction – Moore/Gray

3. Instruct using the assigned science kits for each grade level in order to reinforce the inquiry process	Principal/Moore CRT/Gray Science Coach/Umberger	Sept., 2008	<ul style="list-style-type: none"> Lesson plans will be reviewed by the science coach for evidence of science kit use. A monthly report will be provided to the principal as to when and how the science kits will be used - Umberger The administration will develop an observation schedule to focus on use of science kits in the classrooms and the rigor of the science instruction. Feedback will be provided to teachers by the principal, CRT, or science coach and copies of the feedback will be maintained by the principal. Individual teacher conferences will be held as needed to address identified issues and a conference log will be maintained by the principal - Moore. The science coach will provide training on best practices in science and specific content information and will maintain a log of training dates and meetings with teachers. A quarterly summary report of these trainings will be provided to the principal - Umberger.
4. Assess science instruction using the FOSS Kit science unit tests	Principal/Moore CRT/Gray Science Coach/Umberger	Nov., 2008	<ul style="list-style-type: none"> Administer the two school-developed common assessments in science based on the time schedule (One in November, one in March). Provide the principal, CRT, and science coach with a summary of class results and an intervention plan for addressing non-mastered content within one week of the assessments - Gray. The principal and CRT will meet with grade level teams at the next scheduled meeting to discuss the results and determine implementation of the interventions. A summary of the discussion will be maintained in the team minutes - Moore/Gray
5. Re-teach/review science material in preparation for state assessments in May.	CRT/Gray Science Coach/Umberger	March, 2008	<ul style="list-style-type: none"> Using the results from the November and March common science assessments, teachers, assisted by the science coach, will identify areas of weakness for each grade level and/or class. These results will be shared with the principal and CRT - Umberger. Lessons/activities will be designed for each identified area of weakness to review/re-teach students before the administration of state assessments.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 100% of the teachers in grades three, four, and five will implement the guidelines for effective Successmaker implementation in order for 80% of the students in grades 3-5 to increase their reading and math performance by at least .8 with acceptable progress from September 2008 to March 2009 as measured by Successmaker.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. The Principal will provide time in the school schedule for teachers to meet to review reports and identify additional classroom interventions as needed.	Principal/Moore	August, 2008	<ul style="list-style-type: none"> • Develop a master schedule with common planning times for grade level teachers to meet weekly to plan instruction using SuccessMaker reports as one source of information – Moore. • Weekly meeting summaries filed in the grade level notebook will be reviewed by the principal on a weekly basis – Moore. • Lesson plans will be reviewed by the CRT for evidence of small group instruction designed to accommodate identified skill deficiencies – Gray.
2. The Principal will meet at least monthly with teachers to review the Successmaker reports.	Principal/Moore	Sept., 2008	<ul style="list-style-type: none"> • A schedule for the principal to meet with the teachers during common planning will be established by September – Moore. • Teachers will share the analysis of SuccessMaker reports for each class identifying groups of students with similar skill needs. A copy of the analysis will be on file in the grade level notebook – Gray. • Meeting summaries will reflect instructional plans based on analysis of reports, including skill needs of small groups and individuals. Meeting summaries will be on file in the grade level notebook – Gray.

<p>3. The Principal will provide for the establishment of an incentive program for students meeting established achievement levels in SuccessMaker.</p>	<p>Principal/Moore CRT/Gray Lab Manager/Hall</p>	<p>Sept., 2008</p>	<ul style="list-style-type: none"> • Expenditure reports will reflect the purchases of materials for an incentive program to motivate students to meet Acceptable Performance targets. Records of expenditures will be on file with the school bookkeeper – Moore. • Guidelines will be developed and implemented for the incentive program by the end of September. A copy of the guidelines will be on file with the CRT. Incentive logs will document teacher/student participation and will be reviewed with the principals during common planning meetings the lab manager will maintain copies of the incentive logs – Gray/Hall.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By March 1, 2009, 100% of the teachers in grades K-5 will demonstrate instructional practices learned through professional development focused on student achievement in order for 80% of students in grades 3-5 to increase their reading and math performance by at least .8 with acceptable progress from September 2008 to March 2009 as measured by Successmaker.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Teachers will receive professional development in the areas of Marzano's High Yield Strategies and the upper levels of Bloom's taxonomy according to the district time line.	Teacher Trainer/Drake Principal/Moore CRT/Gray	Sept., 2008	<ul style="list-style-type: none"> Teachers will receive professional development on the High Yield Strategy of "Homework and Practice" in August – Drake. Weekly classrooms observations will include noting the use of the High Yield Strategies covered last year ("Similarities and Differences" and "Summarizing and Note Taking") and "Homework and Practice" – Moore/Gray Feedback on the observations will be given to teachers in writing and in individual conferences as needed. Observation notes and feedback and conference logs will be kept by the principal – Moore.
2. Staff members will receive professional development in the integration and use of technology in all subject areas in order to enhance instruction and increase student achievement.	Principal/Moore Media Specialist/Bennett	Sept., 2008	<ul style="list-style-type: none"> Professional development will include overviews of available technology to include Microsoft Office 2007 and SmartBoard Training – Bennett Technology portfolios will be reviewed quarterly to insure appropriate use of available technology in the classroom to enhance instruction – Moore/Bennett

<p>3. Staff members will participate in professional development activities in reading and math focused on grade level weaknesses identified through 2008 PACT results.</p>	<p>Principal/Moore CRT/Gray</p>	<p>Sept., 2008</p>	<ul style="list-style-type: none"> • Teachers will participate in three days initial training in Target Teach learning how to develop lessons in reading and math that use available resources aligned to state standards and assessments. Follow-up coaching sessions will be scheduled at least monthly through December to provide support and feedback to teachers in using skills taught. Coaches will provide summaries of results and feedback to the principal – Moore. • Teachers will participate in two sessions (October and February) on using math manipulatives in the classroom to enhance instruction. Feedback on the sessions will be provided to the principal by the consultants (Educational Resources) – Moore • Weekly classroom observations will include noting the use of Target Teach materials and strategies and math manipulatives – Moore/Gray • Feedback on the observations will be given to teachers in writing and in individual conferences as needed. Observation notes and feedback and conference logs will be kept by the principal – Moore.
<p>4. The school schedule will provide planning time for teachers to meet on grade level to develop common assessments and instructional strategies based on professional development experiences.</p>	<p>Principal/Moore</p>	<p>August, 2008</p>	<ul style="list-style-type: none"> • The master schedule will reflect common meeting times for grade level teachers. Meeting logs will be kept in grade level notebooks. Logs will be reviewed monthly by the principal – Moore.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (8.91/8.95 in math) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)

5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (7.50 in reading,) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
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6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

SuccessMaker: More than 16,000 schools nationwide use SuccessMaker Enterprise, a standards based computer courseware that is available in reading and math, among other subjects. At Initial Placement, each student is assessed to determine the right starting level and then given individual self-paced lessons in targeted subjects and courses. Reports can be generated at the student, classroom, school and district level in order to track student gains, time on task and areas of difficulty. Custom courses and practice exercises are also available for individuals as needed.

Curriculum Resource Teacher (CRT): Persons in this position, with limited supervision, collaborate with teachers in the instructional program of the elementary school to plan and implement effective instructional strategies and materials; analyze assessment data and serve as the school staff development coordinator. The CRT reports to the assigned principal.

High Yield Strategies: Robert Marzano, Debra Pickering and Jane Pollock in their book, Classroom Instruction that Works, examine decades of research findings to distill the results into nine broad teaching strategies that have positive effects on student learning. These High Yield Strategies are not new, but the authors provide statistical evidence on how consistent, appropriate use of these strategies translates into percentile gains for students. The strategies include, but are not limited to, summarizing and note taking, identifying similarities and differences, homework and practice, and cooperative learning.

The District Benchmark Assessment System: This system was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

Target Teach: The TargetTeach process has a long track record of raising student performance in diverse settings, with diverse student populations. The key elements include thoroughly aligning a district's curriculum to state and local standards, filling any gaps in the instructional sequence, and implementing regular benchmark testing to guide instruction. Comprehensive staff development at all levels and monitoring tools for data driven decision-making complete the system.

Full Option Science System (FOSS): a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge

of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

Science and Technology for Children® (STC®): a complete science program for children in grades K–6. Filled with innovative hands-on activities designed to motivate your young students, it is the result of a joint effort by some of the leaders in the fields of education and science. The [National Science Resources Center \(NSRC\)](#) is an organization of the Smithsonian Institution and the National Academies. Its mission is to improve the learning and teaching of science for all children in the United States and throughout the world. The NSRC began developing STC® in 1988; the curriculum was completed in 1997.

Delta Science Modules (DSM): Inquiry-based hands-on science is a method of teaching and learning that focuses on the use of activities and investigative equipment. This process involves students of all ages and learning abilities. Using inquiry-based science, through the use of DSM (Delta Science Modules) students assume the proactive role of scientists by observing the environment around them, establishing the issues present, asking questions, and conducting experiments to try out ideas and verify results.

The Insights Curriculum: was created to immerse teachers and students in the true process of inquiry. Students discover new concepts and attain and retain content knowledge while learning the science skills and habits they will need in later schooling and in life. The Insights Teacher Guide provides the necessary tools needed for teachers to confidently guide students through their exploration of key science concepts. The Teacher-Learning framework supports teachers in guiding the students through each hands-on, inquiry learning experience.

South Carolina Science Support Guide: The Science Standards writing team developed the Science Standards Support Guide in cooperation with South Carolina educators. The Science Standards Support Guide expands upon each indicator to provide educators with additional content information such as guidelines for assessment. In addition, the Science Standards Support Guide provides suggested resources for educators to address science standards in classroom instruction. The Science Standards support guide will assist educators with the successful implementation of standards-based science instruction.

Measures of Academic Progress (MAP): NWEA developed MAP, a state aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.